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ABSTRACT

This manual overviews New Frontiers, a sex equity support program, and describes some of its most successful educational equity programs. Descriptions of four programs follow this format: purpose, program overview, and process. The programs are Student and Community Role Model Interaction (workshops to bring students and teachers into contact with people in nontraditional careers); Business, Industry, and Education Working Together (teacher and counselor workshops at business sites); Reaching Rural Schools (sex equity technical assistance); and Summer Learning Adventure for Junior High Students (exploration program with educator and parent inservice sessions). Ten strategies are then described that represent successful sex equity programs developed with the assistance of New Frontiers during 1981-82. Each strategy follows this format: a brief description, purpose, target population, key people, procedure, and outcome. They include an afterschool inservice session, nontraditional speakers, school board visit to promote awareness, visits by college counselors to recruit students into nontraditional programs, parent open house, alumni as nontraditional role models, exchange between a business and home economics class, freshman nontraditional vocational education orientation program, a recruitment program for greater nontraditional enrollment in Trade and Industrial programs, and equity inservice sessions for administrators and counselors. (Project correspondence and materials are appended.) (YLB)

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New Frontiers Handbook:

Successful Programs for Sex Equity In Vocational Education

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FORWARD

For the last five years, Arizona has been fortunate to have an ongoing equity project. This project, New Frontiers, has provided leadership and innovation for vocational educators not only in Arizona but throughout the United States. Because of the continuous nature of New Frontiers, numerous strategies have been developed, implemented and refined. This handbook is a compilation of successful techniques used to introduce and incorporate equity into school settings. It shows growth from the early awareness stages of equity to the present concern for full integration into all aspects of the educational process.

All of us in equity are at different stages of development and a resource of this nature can be helpful as we progress in our efforts to provide equal vocational opportunities. I encourage you to utilize this guide and to learn from the successes of New Frontiers. It is with a sense of pride that I offer this handbook to you.

Jenny Erwin, Specialist
Equal Vocational Opportunities
Arizona Center for Vocational Education

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INTRODUCTION

Why another sex equity manual? Don't the ads after all tell women "We've come a long way, baby"? First of all, this manual is not just for or about women. Second, the unfortunate truth is that women and men have a much longer way to go before equity in our society is a reality. Boys and girls still learn at a very early age that they are expected to fulfill very specific roles in life, roles which our society does not view with equal value. Although today nine out of ten female high school students can expect to work for pay outside the home, they are systematically eliminated from any skill development other than home maintenance and child care. In 1980-81 seventy-five percent of all Trade and Industry students were male and eighty-six percent of all occupational home economics classes were female. Clearly, sex stereotyping in at least one very important part of our educational system is institutionalized.

The growing consciousness of the detrimental affects of such discrimination produced Title IX of the Education Amendment of 1972. A legal basis for supporting nontraditional options for men and women by combatting sex discrimination was created.

Throughout the United States, programs to counter sex discrimination in public schools and to encourage expansion of students career options were developed. In 1978 New Frontiers began as a sex equity support program within the Pima County Career Guidance Project.

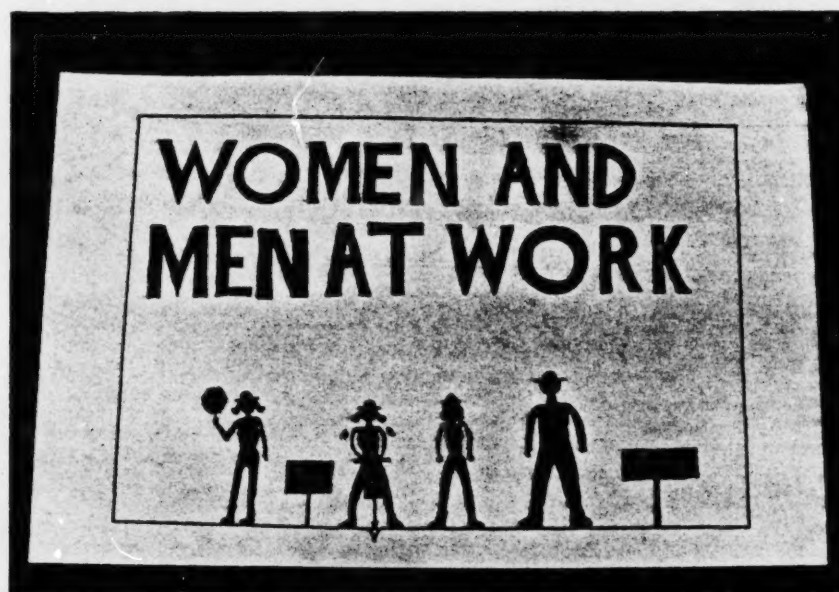
The purpose of this manual is to give an overall view of New Frontiers and to describe some of its most successful programs in some detail. Specific materials and strategies are presented with the hope that both female and male educators will become aware of the importance of equitable education and will try out some of the strategies.

New Frontiers goals are the following:

1. To provide technical assistance through inservice training, media and materials which support educational equity.
2. To provide a support system which includes community role models for encouraging and sustaining greater exploration of nontraditional classes and choices for secondary students.

Quite often it is assumed that equity is a "women only" issue. Sex Equity specialists are often viewed as compliance officers enforcing legal requirements or protecting the rights of women. This manual embodies a philosophy which looks at equity in a more positive and balanced way. Although legal issues are extremely important, laws are not the only reason equity is an issue in our educational system. Providing educators a program which can show real benefit to all students has a much greater success rate than providing legal guidelines to Federal mandates. A successful equity program must also be a balanced program which includes both women and men.

The following programs are provided for your information and any strategies are intended for your use.



STUDENT & COMMUNITY ROLE MODEL INTERACTION

PURPOSE

Many students decide not to select a nontraditional career because they have never known or even heard of anyone of their sex who has held that position. They may read about women who are auto mechanics or men who are secretaries, but without the opportunity of seeing how comfortable these people are with their choices, the idea of pursuing a nontraditional career may remain an unacceptable option. Being able to talk to community members who have careers which are unusual for their sex demystifies the whole concept and may play a significant role in influencing the choice of careers a student deems interesting and appropriate.

PROGRAM

For the past three years, New Frontiers has sponsored a very effective student-community program in which high school students and teachers have been brought together in a workshop setting to interact with highly motivated men and women who have nontraditional careers.

In the weeks following this workshop, New Frontiers has placed many of these students in job shadowing experiences with the speakers or other workers in the community.

This program requires a great deal of planning and effort but has proved to be very worthwhile. The students enjoy it greatly and the community volunteers feel very special about being able to help young people explore their career opportunities.

PROCESS

1.) Arrange for the physical setting.

Several months in advance of the workshop, New Frontiers reserved a large meeting room at a centrally located hotel. It is especially helpful if this room can be divided with an accordion wall or if breakout rooms are available. Students and teachers alike seem to appreciate the "professional" atmosphere of attending a workshop in a location other than a school environment. In the past, New Frontiers has paid a fee for the use of the room. This has included chairs, microphones and speaker's tables.

New Frontiers also provided a light Continental breakfast buffet. This is a good way to begin, and the student's in particular seem to appreciate the hospitality.

2.) Select Potential Speakers

New Frontiers staff members are always on the lookout for speakers by making contacts at social gatherings, receiving recommendations from others, and by recruiting at job sites. Because the list of potential speakers may present many choices, the following concerns should be kept in mind:

- a. The kinds of careers in which students are interested.
- b. A balance between blue and white collar jobs.
- c. The inclusion of minorities among the panel members.
- d. A speaker's ability to relate to a young audience. (Advance preparation can help)
- e. A balance between men and women.

3.) Contact Speakers And Confirm Participation

Once New Frontiers settles on a date and decides on speakers, initial contact is made to determine their willingness to participate. A letter is then sent listing program details such as time, place, and topics to be covered. Also included is some encouragement about how worthwhile the experience will be. (Appendix #1) If the potential speaker is unable to participate, he or she is asked to suggest someone else in the same field.

Some speakers may need letters to their supervisors explaining the program and asking for permission for them to leave work for the time period of the workshop. It is a good idea to ask the speaker if this will be necessary.

Lastly, confirmation calls are made a day or two before the workshop to remind the speakers of their commitment. Due to the demands of many jobs, illness, and the inevitability of the unexpected, one or two speakers, beyond the number thought to be needed, may be scheduled. In the experience of New Frontiers, someone has always had to cancel at the last minute.

4.) Let The Media Know About The Workshop

Over the years, New Frontiers has had both newspaper and television coverage of this program. Several weeks before the event, a press release is sent to the media. It emphasizes that the speakers will represent such careers as male nurses and secretaries and female mechanics and dentists. The speakers are also encouraged to bring any project or tools of their trade to add pizzazz to their presentations and make press coverage more animated.

In addition to sending blanket press releases, New Frontiers contacts media people who are known to be supportive of education or women's issues. This may be the most effective method of receiving coverage, but both ways generate attention. (Appendix #2)



5.) Recruit Students, Counselors And Teachers

Counselors and teachers who are interested in sharing new options and role models with their students are the contacts used to recruit student participants. They select students who have already expressed an interest in a non-traditional career or who are currently enrolled in a vocational educational class in which there are few students of the same sex.

Although New Frontiers has not set a limit on the number of students accompanying each counselor or teacher to the workshop, the maximum number of students has been approximately 150.

New Frontiers is not involved in transporting any students to or from the workshop. Instead it is the responsibility of the teacher or counselor from the student's school to arrange for released time and to drive a school van or arrange for students to drive themselves to the hotel.

6.) Maximize The Impact Of The Workshop

The main issue that New Frontiers faces at these workshops is how to maximize the effectiveness of the speakers and how to enhance student interest. After much thought, a format was devised offering two panels with six speakers on each. This proved to have the following advantages:

1. The speakers make only one presentation which is a better use of their time and encourages their spontaneity.
2. An audience divided in two provides a more intimate atmosphere and encourages a greater exchange of ideas and questions.
3. Six speakers talking for 15-20 minutes each is more effective than twelve speakers talking for only 7 minutes each.

It should be remembered that both panels need to have a balance between men and women, and blue and white collar workers.

As the students and teachers arrive at the workshop, they are given an agenda. After a brief meeting with the entire group, they select one of the two panel discussions to attend.

To make sure that the panels run smoothly and to monitor the question and answer segment at the end of the session, a New Frontiers staff member has always acted as a panel moderator. The moderator is responsible for introducing the speakers and making sure they keep to their time limit. (Appendix #3)

7.) Extend The Students' Experience Through Job Shadowing

The culminating activity of the workshop is a session where the students sign up to "job shadow" a nontraditional worker who has a job that is of interest to them.

In the experience of New Frontiers, this process has been rather free-flowing. Students at the workshop are given a job shadowing application (Appendix #4) on which they list any nontraditional career that they would like to observe. They are required to turn in the completed application prior to leaving the workshop.

Within the next few weeks, a New Frontiers staff member, using the list of community supporters or researching new

volunteers, contacts people who hold jobs in the areas in which the students have indicated an interest. If the person agrees to have a student shadow them, the person is sent a letter which indicates the name of the student who has requested the placement and lets them know that it is the student's responsibility to contact them and set up the visitation arrangements. (Appendix #5)

The student is then called and told that someone has agreed to let them job shadow. They are told who the person is and informed that they (the student) should directly contact the worker to make the proper arrangements for their visit. A letter of confirmation is then sent to both the student and the teacher who brought them to the workshop. (Appendix #6)

Exact scheduling is managed most efficiently if it is arranged directly between the student and the community member.

8.) Provide Personal Follow-Up

After several weeks, a staff member makes a follow-up call to the worker to see how the visit went. This is important for public relations since a small number of students usually fail to make the initial contact with the result that a few workers are left feeling disappointed or even annoyed. The student's teacher or counselor is also encouraged to expect a report from the student on his or her experience.

9.) Evaluate The Success Of The Program

Several techniques may be used for evaluation purposes. New Frontiers has relied on verbal feedback and on a student evaluation form. A suggestion would also be to extend the formal evaluation to the community role models as well as to the students.

BUSINESS, INDUSTRY & EDUCATION WORKING TOGETHER

PURPOSE

Due to their busy schedules, few counselors or vocational education teachers have ever had an opportunity to visit the work sites of major industries yet they are responsible for preparing students to become employees of these businesses. In order to correct this situation, it is necessary to bring educators and business people together, not in neutral territory or in the classroom, but in the business setting. This is of critical importance for several reasons:

1. If educators are to become knowledgeable about the atmosphere of the work place, they need to observe the machinery, security requirements, dress codes, and employee moral firsthand.
2. Business people have for years been going to the schools but, having the schools come to them stimulates a greater interest in combining their efforts.

New Frontiers also found another reason to promote this type of program. Having the educators away from school and at businesses provides New Frontiers with an uninterrupted opportunity to discuss and demonstrate nontraditional careers for men and women. The fact that the educators actually see and talk to people who hold nontraditional jobs adds immensely to the creditability of the New Frontiers philosophy.

PROGRAM

In one of its most successful efforts to link business and vocational education, New Frontiers planned and presented a series of afternoon workshops for high school vocational education teachers and counselors. These sessions were held at four business sites which represented major employers in the Tucson area and featured nontraditional career opportunities in these industries.

The businesses chosen were I.B.M. (Electronics), The Doubletree Inn (Tourism and Hospitality), Levy's Service Center (Retail Merchandising), and Tucson Medical Center (Health).

Throughout the series of workshops, the presentors were aware of the enthusiasm and appreciation for the programs. These feelings were also borne out by the results of the final evaluations. Participants overwhelmingly rated each workshop as excellent or good and were particularly pleased with:

1. The panels of nontraditional career men and women.
2. On site tours and current information on employment trends.
3. Awareness activities and discussions of attitudes about sex role stereotyping.
4. The *Try It You'll Like It* book which they kept to use with their classes.



In a follow-up two months after the workshop, New Frontiers documented that the 61 educators who participated in the program used material from the workshops with over 3,000 students.

PROCESS

1.) Select The Work Sites

Preparation for the workshops should begin in earnest several months prior to the workshop dates. New Frontiers has held a brainstorming session to determine industries which contribute heavily to the economy. The basis for selection is the ability of the business to house an afternoon workshop and their compatibility with subjects taught in high school vocational education classes. When arranging for this type of

program, select as many sites as there are workshop dates. Back-up sites may also be discussed although the experience of New Frontiers has indicated that the first choices will be so eager to participate in the program, that alternates will not be needed.

2.) Schedule The Visitations

In arranging for a similar program, attention may be given to the successful schedule observed by New Frontiers. The workshops were held on four consecutive Tuesday afternoons from 1:30 to 3:30. The host sites believed that the participants would have a better opportunity to see the working facilities and personnel during normal business hours. After school or Saturday sessions were also eliminated because businesses were either closed or extremely busy.



3.) Select The Educators

When selecting the educators to attend the workshops, there are two considerations. First of all, vocational education teachers and counselors who have previously indicated an interest in working with the program are invited. From experience, New Frontiers has learned that nothing sabotages a program faster than reluctant participants who have been sent by an administrator to "shape up their act". Second, each school has to have a teacher and counselor come as a team. That way they can give each other support when they return to the school and begin to implement change or encourage greater exploration of nontraditional vocational education. Interested administrators and district Vocational Education curriculum directors are also included in the workshop and their attendance gives additional credence to the value of the workshop's goals.

Because of the time frame, New Frontiers reimbursed the districts for half-day substitutes, but many of the teachers had open afternoon schedules and did not need them.

4.) Arrange For The Extras

It is a good idea to make use of the meeting rooms at each site. Refreshments may be provided by the businesses; however, when this is not possible, the sponsor should supply them. This may seem minor, but something as seemingly insignificant as a cup of coffee and a cookie can truly make a difference in the participant's acceptance of a program.

5.) Structure The On-Site Experience

When possible, have the business sponsor take the group on a plant tour. If the business knows that a goal is to promote nontraditional careers, the tour guide can support this effort by pointing out nontraditional employees. If a business is prevented from giving a tour for security reasons, have them assemble an interesting panel of workers to discuss their nontraditional jobs with the workshop participants.

In the Appendix will be found complete agendas for all four workshops conducted by New Frontiers. (Appendix #7) Activities, media, and materials are mentioned in the agendas, however, they are not the only ones which would generate success. Any activities, materials, or media which encourage expanded career options for students and evaluate old sex role stereotypes would be useful.

In addition to plant tours, career panels, and general employment trend information, time should be spent at the workshops promoting the recruitment and retention of girls and boys into vocational education classes traditionally taken by members of the other sex.

6.) Evaluate Your Program

Several approaches may be used. New Frontiers had one group complete a pre and post test to examine their attitudes towards nontraditional careers. Another group filled out a written evaluation with a rating scale which indicated whether the workshop and materials were very useful, useful, or not useful to them as counselors and teachers.

REACHING RURAL SCHOOLS

PURPOSE

Since 1978, New Frontiers has provided a variety of equity programs for Southern Arizona vocational educators primarily in urban locations. In an attempt to service the as yet unreached areas of Arizona, a program was designed which would provide rural Arizona on-site sex equity training and program development.

The objectives were two-fold: first, to inservice state-wide vocational educators, counselors, and administrators on the legal as well as social and economic issues of sex discrimination and sex bias; and second, to provide state-wide ongoing technical assistance to high schools and junior colleges through the development and implementation of technical assistance packages for achieving sex equity in vocational education.

PROGRAM

New Frontiers was given the responsibility of providing sex equity technical assistance to the entire vocational education population in the State of Arizona. Four regional inservices successfully provided eight hours of equity training to over 100 rural administrators, counselors, and vocational educators.

Two approaches to equity programming were used. The first approach was a strong inservice component offering compliance and implementation strategies to local educational agencies to assist them in developing action plans which would result in furthering sex equity within their vocational education programs. The second approach was an ongoing technical assistance package featuring the production and/or utilization of the following materials:

1. Slide/Cassette tape presentation addressing the issue of sex bias.
2. Public service announcements encouraging nontraditional vocational exploration (These were aimed at both students and parents and were aired on local television).
3. New Frontier's extensive library including films, filmstrips and workbooks available at no cost.

Two color slide/cassette tape presentations were produced to explore the impact of sex bias on women and on men. These could be used together or separately with both adults and students. "All Women Are Working Women" is a ten minute presentation which deals with the economic realities of today's adult female. "Real Men" is an eight minute presentation exploring how sex bias and sex stereotyping has hurt men.

Based on an end of the year phone survey, the following activities took place as a result of the four regional inservices:

1. Almost 3,000 vocational education students (grades 9-12 plus junior college) participated in activities or used media and/or materials.
2. Over 500 educators, counselors, and administrators participated in activities, used media and/or materials, or integrated sex equity ideas/information into their professional life.

PROCESS

1.) Contact Possible Participants

Early in the school year, school districts should be informed of the availability of this technical assistance project and surveyed to determine local needs in sex equity. Inservice sites and dates are selected based on survey results. Attractive pamphlets which describe the inservice and follow-up assistance will need to be designed, printed, and mailed. Contacts with Vocational education county coordinators, local directors, community college deans of occupational education, and state vocational education program staff will insure their agreement to distribute brochures. New Frontiers distributed 4,000 brochures state-wide. (Appendix #8)



New Frontiers offered inservice training to rural vocational educators on a completely voluntary basis and encouraged schools to adopt a team approach to such inservice by having teachers, counselors, and administrators represented. Each participant received a \$35.00 stipend.

2.) Follow-Up With Personal Contacts

The installation of a toll free WATS. phone line should be done early so that staff can follow up mailing the brochures with phone calls.

3.) Purchase Inservice Materials And Media

Materials to be used by staff and participants during inservice and follow-up assistance will need to be reviewed and purchased. The following materials were purchased by New Frontiers:

"Fable of He and She"	16 mm color film
"Maybe Next Year"	16 mm color film
<i>Try It, You'll Like It, a Students Introduction to Nonsexist Vocational Education</i>	workbook
<i>Destination Sex Fair Education</i>	booklet

The two most widely used materials were the film "Maybe Next Year" and the student booklet *Try It, You'll Like It*.

4.) Complete The Workshop Arrangements

Allowing enough time for the survey and personal contacts will probably result in scheduling the first inservice around November. New Frontiers held the workshops as follows:

Northwest region — November
Northeast region — December
Southeast region — January
Southwest region — January

All four inservices were held on Saturday, off campus.

5.) Make Certain Your Staff Serves As An Example

Making use of both male and female inservice trainers will provide a real base for a non-threatening and balanced program.

6.) Create Technical Assistance Media

It is important to note that production of technical assistance packages should begin at the onset of the program.

If a media specialist is available, this person may be assigned the task of producing both public service announcements and color slide/cassette tape presentations. It may be necessary to contract for the services of a cartoonist/artist, sound mixer, and narrator. When New Frontiers proceeded in this manner, a truly professional product resulted.

7.) Arrange A Stimulating Workshop Agenda

The following agenda outlines the New Frontiers approach to a one day inservice:

9:00 A.M.	Coffee and Welcome
10:00 A.M.	Title IX and The Schools — Filmstrip
10:15 A.M.	"Identifying Sexist and Nonsexist Behaviors"
11:00 A.M.	Women and Men in the Paid Work Force
11:45 A.M.	Lunch
12:45 P.M.	"Assessing Sex Bias in the Classroom"
1:15 P.M.	"Maybe Next Year" — 16 mm film
1:45 P.M.	Recruitment Strategies for Non-Traditional Students in Vocational Education
	Brainstorming small group activity
2:15 P.M.	Action Plans — Individual activity
2:45 P.M.	Wrap-Up and Evaluation

It is good practice to begin the day with a brief overview of the legal issues in equity as they relate to vocational education. Next, present the economic realities of working men and women. Participants then assess the extent of sex bias within their classrooms and deal with strategies to eliminate bias and develop sex affirmative programs. The film "Maybe Next Year" may be used as an excellent discussion-provoking piece of media which appeals to people both as parents and educators.

Complete the workshop by having each participant draw up an "action plan" of how, with whom, and when they will

share the information received in the inservice. This effort will be enhanced if all materials and media used in the training are immediately available for check out.

Finally, retain a copy of each action plan for monitoring purposes and have participants evaluate the inservice and make suggestions for improvement.

8.) Provide Follow-Up Technical Assistance

As previously mentioned, a toll free WATS line enables staff to offer individualized assistance to workshop participants on an ongoing basis.

New Frontiers also developed and implemented a materials check out system utilizing the WATS line and an annotated bibliography of materials available was printed and distributed state-wide.

9.) Evaluate The Program

Documentation of the number of students who participate in the activities is the crucial aspect of evaluating a program of this nature.

In addition, pre and post testing may be advisable. New Frontiers had a special survey developed for this purpose which determined the attitudes, information about legal issues, and knowledge of school programs possessed by the participants before and after the program.

SUMMER LEARNING ADVENTURE FOR JUNIOR HIGH STUDENTS



PURPOSE

It is difficult to get a young woman to sign up for a woodshop class or an auto mechanics class when very little in our educational system or our culture has encouraged or made possible exploration in those areas. Similarly, young men have had little opportunity to explore or feel comfortable with areas traditionally assigned to women. It has been unusual to see young men in cooking classes, sewing classes, child care classes, or typing even though all of these vocational areas present essential life skills needed by all students.

New Frontiers believes that students limit their exploration as a result of sex role stereotyping and lack of exposure to programs and vocational experiences traditionally dominated by one sex. Further, it is believed that students need to be familiar with a wide range of vocations before they are ready to consider choices.

PROGRAM

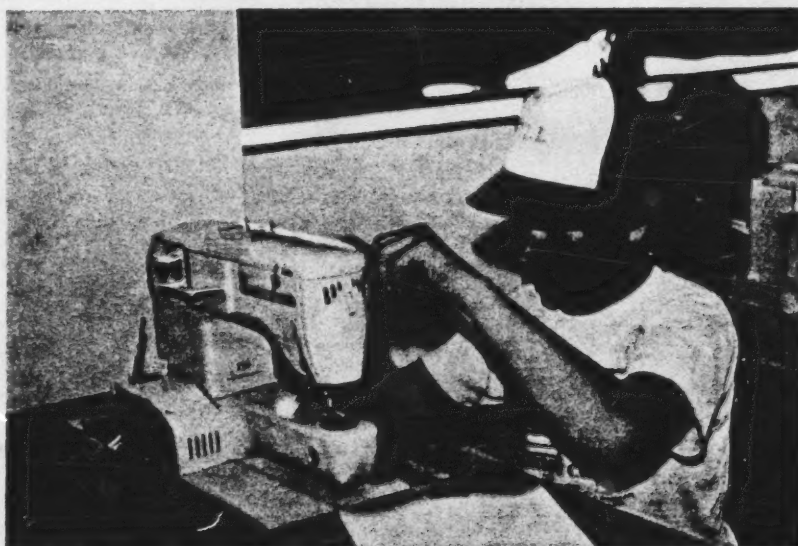
The program consisted of a student Summer Institute and two inservices to support it; one for educators and one for parents.

The Summer Institute, designed and implemented by New Frontiers, was a two week junior high vocational exploration program for 50 students, representing twelve high schools, 25 boys and 25 girls. Adopting the philosophy

"Try It, You'll Like It", New Frontiers developed a program which would encourage students to explore areas of vocational education that have been traditionally enrolled in by either boys or girls. The program covered four vocational areas giving students the opportunity to try projects frequently avoided because of unfamiliarity and because of old sex role stereotyping images. The program proposed no choices, all students were expected to participate in all four areas.

Although the target audience for this project was 50 junior high students, the secondary audiences that would learn more about non-traditional vocational exploration were junior high teachers, counselors and parents.

A special orientation recruitment workshop for junior high school counselors and vocational education teachers was developed. Participants from 13 schools attended a full day workshop to learn how to design effective recruitment strategies to encourage student enrollment in nontraditional areas of vocational education. This workshop was held at a local hotel from 8:00 A.M. to 3:00 P.M. To eliminate the need for substitute teachers, the workshop was held on a Saturday with a stipend paid to all participants. Parents of students involved in the Summer Institute also participated in a workshop with activities designed to increase their awareness of nonstereotypical opportunities in vocational education.



During the entire Summer Program, the staff was aware of the enthusiasm and appreciation on the part of the students for the learning experiences. These feelings were confirmed by the results of the evaluations. Participants overwhelmingly rated this experience as enjoyable and valuable. Post evaluation showed 100% of the participants would consider enrolling in a nontraditional class as a *direct result of this program*.

PROCESS:

The activities needed to replicate the Summer Institute have been placed in somewhat chronological order. Many of the activities need to be completed concurrently or within a time frame that fits the requirements of the sponsoring agency. Although both workshops were held prior to the Summer Institute, they did not precede preparations for the Summer Institute.

1.) Begin Planning Months In Advance

Depending on the school district, approval will have to be secured from the school board or the building principal prior to making any plans.

2.) Select The Site

A school that is located conveniently and has extensive vocational education facilities is a good choice.

3.) Select The Dates

Dates that immediately follow the end of the school year have proved to be convenient.

4.) Decide Upon The Number Of Students To Be Accepted

In planning a program of this nature, the number of students will be determined by the facilities, teachers available and by many other considerations.

5.) Design Promotional Flyers And Applications

Promotional flyers and applications designed to recruit students for the Summer Institute should be distributed in each junior high school by teachers, counselors, and staff members from the sponsoring agency. (Appendix #9)

6.) Orient Educators To The Program

The workshop for vocational educators presents techniques and materials to promote sex equity and to attract new students into vocational programs. Awareness sessions and activities may be presented on the relationship between work and family, current employment statistics and trends, and strategies for change.

7.) Screen Applications And Select Students

Applications were distributed by teachers and counselors. The criteria for acceptance was enthusiasm and the willingness to participate in both week's programs. Acceptance letters were mailed to those selected. (Appendix #10)

8.) Hire The Teachers

Look for a variety of curricular areas to be represented. High school students accomplished in areas of vocational education may be hired as aides. It is important to select one male and one female aide for each class. These young people will serve as valuable role models for the younger students.

9.) Develop Lesson Plans

Teachers, in conjunction with a staff member, develop agendas and lesson plans including nontraditional career information.

10.) Confirm Daily Agendas And Focus

The following schedule is offered as a suggestion since it was shown to be successful by New Frontiers. Each student attended 10 sessions lasting from 8:00 A.M. until 12:00 P.M., Monday through Friday. During the first week, students had two hours each of sewing and woodshop per day. The second week they had cooking and auto mechanics.

11.) Select High Interest Projects

Students participate in hands-on activities and learn beginning skills in programs designed for rapid student involvement and high interest.

In sewing class each student may make either a back pack or a tote bag; in woodshop, a decorative wall shelf; in cooking, cookies, pizza, crepes, syrup, vanilla ice cream, cream puffs, and bagels; in auto mechanics the opportunity to lube and change the oil in a car and learn basic automotive skills and safety.

12.) Orient Parents To The Program

Prior to the Summer Institute, an awareness session is held to present an overview of school and community-based

vocational education programs, and to share with students and parents the value of vocational education training in the world of work. Changing employment statistics and trends may be presented. This is the time to present the goals and objectives of the Summer Institute.

13.) Conduct The Summer Institute

Students will have the opportunity to learn new skills, experience non-traditional classes with support from peers in nontraditional areas, and to explore new areas of vocational education.

New Frontiers produced a "Certificate of Completion" and presented it to each participant on the last day of the two-week Summer Institute.

14.) Publicize The Summer Institute

Newspapers may be contacted to interview students and staff. The local affiliate television stations will probably be interested in broadcasting stories of the program after interviewing students and staff. New Frontiers had this coverage aired during the evening and the morning news sessions.

Students rate this experience on a written evaluation form.

16.) Share Success With Others

New Frontiers developed a slide tape presentation which describes the program. This presentation was made for distribution state wide, in order to encourage program replication and/or to enhance general awareness of vocational education.

WORKING STRATEGIES FOR EQUITABLE VOCATIONAL EDUCATION

One of the main goals of New Frontiers is to establish a cadre of secondary educators committed to encouraging both girls and boys to explore non-traditional vocational classes. The following strategies provide a sample of the successful sex equity programs southern Arizona educators have developed with the assistance of New Frontiers during the 1981-82 year. All are "field-tested" and proven to be effective. They represent ideas and perspectives which have been acquired through several years of "doing" equity in vocational education.

No one strategy can be guaranteed to produce equitable vocational education in your school. Rather we suggest you try out several strategies and find the one that works for you.

A POPULAR AFTER-SCHOOL INSERVICE

Strategy #1

BRIEF DESCRIPTION OF ACTIVITY/PROGRAM:

Equity in-service of the Pueblo High School vocational education teachers.

PURPOSE:

To promote the concepts of sex equity and to encourage teachers to increase their enrollments by recruiting nontraditional students into their classes.

TARGET POPULATION:

Vocational Education teachers

KEY PEOPLE:

The workshop was planned and implemented by V. Carole Smith, the Dean of Students at Pueblo.

PROCEDURE:

Ms. Smith effectively promoted this as a workshop to learn how to increase vocational education enrollment and therefore vocational education teaching positions rather than to learn about sex equity.

- 1.) Memo to Department Chairperson to set up a meeting during Department time.
- 2.) Invitation to all Department personnel
- 3.) 11/18/82 Reminder of inservice
- 4.) 11/23/82 Second reminder
- 5.) 11/23/82 Inservice
 - a) Cookies and coffee served
 - b) Opening Activity "Case of Pat" from stereo notebook
 - c) Movie "Maybe Next Year"
 - d) Discussion
 - e) Formation of group to look at problem
 - f) This group met two other times and took information back to department members
 - g) Each department proceeded with its own plans.
- 6.) 12/1/82 Thank you notes sent to workshop attendants

OUTCOME:

The workshop was well attended and from that group was developed a cadre of vocational education teachers who worked to promote the recruitment of nontraditional junior high students into their programs.

CASE FOR PAT

CASE FOR FACILITATOR:

Pat is just graduating from high school. Five foot nine, trim and athletic, Pat has excelled in track, winning several intramural competitions. Pat is also a school leader, vice-president of the senior class, and extremely popular with both male and female students. With not too much effort Pat has managed to graduate tenth in a class of 200. To the surprise of both family and friends, Pat has decided not to go on to college, but to work as an apprentice electrician instead.

How do you feel about Pat's decision?

DISCUSSION:

It is never mentioned in the blurb if Pat is a male or female. Would the resultant decision be different if Pat was a male? or a female? Where does Pat have to turn for help with the decisions of school or work? Would those alternatives be different if Pat was a male? or a female? Did anyone make an automatic assumption that Pat was a male? Why?

"YOU DON'T HAVE TO BE IN A BIG CITY TO HAVE NONTRADITIONAL SPEAKERS"

Strategy #2

BRIEF DESCRIPTION OF ACTIVITY / PROGRAM:

Barbara DeVita, a Benson special education teacher, had men and women who held nontraditional jobs in her small community come into her class and discuss their careers with the students.

PURPOSE:

To expose students to nontraditional role models and to prove that nontraditional jobs are available in rural communities too.

TARGET POPULATION:

High school students

KEY PEOPLE:

Nontraditional workers who lived and worked in Benson

PROCEDURE:

Ms. DeVita researched the community and found out that a number of people held nontraditional jobs. The school employees proved to be a particularly useful resource for her and one that is often overlooked for use in the classroom. A woman principal, a male kindergarten teacher, and a woman bus driver, and a male counselor all spoke to the students. Before the speakers arrived, Ms. DeVita spent a good deal of time discussing sex equity and brainstorming appropriate questions to ask.

OUTCOME:

The students really expanded their ideas about work that was appropriate for their sex.

REACHING THE SCHOOL BOARD

Strategy #3

BRIEF DESCRIPTION OF ACTIVITY/PROGRAM:

The School Board Visited high school vocational classes and attended an informational meeting on job market information. A student panel discussed how they got into vocational education, and were asked questions by the Board.

PURPOSE:

To familiarize a School Board Cooperative with the vocational programs offered at the high school level and to update them on area job market information including the advantages of nontraditional career choices.

TARGET POPULATION:

Rural School Board Cooperative

KEY PEOPLE:

Vocational Counselor and Student Panel

PROCEDURE:

The program began with overview of vocational opportunities at the high school. Job Market information specific to the area was highlighted and the advantages of certain vocational areas were pointed out. Next, a student panel of currently enrolled traditional and nontraditional vocational students discussed how they found out about their classes. Suggestions were made and the board was able to ask questions. A brief tour of the actual classrooms was next and typical activities/projects were demonstrated. This whole program lasted for two hours.

OUTCOME:

The School Board was made aware of the lack of information that younger students receive as to vocational education opportunities. They also were made aware of the benefits of recruitment of both traditional and nontraditional students.

MEMO

To: Edward Moore — SASEC Director
Jesus Santana — SASEC Board President

Re: On-site visits to Sahuarita High School and Flowing Wells High School

From: Cinthia Andine — Rural Plan for Vocational Education, Program Manager

Date: December 3, 1981

To allow the SASEC Board an "inside view" of two of the high schools where students are tuitioned-in, I wish to propose that, one Board meeting be held at Sahuarita High School and another at Flowing Wells High School.

I would like to request that the Board allot time to hear a panel of students and receive current information regarding the direction of vocational programs.

Flowing Wells and Sahuarita High School would welcome the Board for an on-site meeting, followed by a tour of the school itself. I will be happy to make the arrangements with the schools once the Board approves of this action and decides on appropriate dates.

"VOCATIONAL EDUCATION NEEDS YOU"
or
"SEX AFFIRMATIVE RECRUITMENT"
Strategy #4

BRIEF DESCRIPTION OF ACTIVITY / PROGRAM:

Counselors from local college visited senior high classes, showing slides of nontraditional workers in programs offered at the college in the vocational areas.

PURPOSE:

To recruit high school students to Cochise College with an emphasis on nontraditional class and career possibilities.

TARGET POPULATION:

Senior high school students in Cochise County

KEY PEOPLE:

Cochise College counselors and high school teachers willing to have counselors visit their classes.

PROCEDURE:

College counselors visited eight high schools encouraging senior high men and women to consider entering nontraditional vocational programs offered such as:

1. Computer Science
2. Agriculture
3. Nursing
4. Aviation
5. Drafting
6. Electronics

OUTCOME:

Students were receptive to ideas presented by the counselors and said that they would consider enrolling in such areas in the fall.

"CAREER CENTER OPEN HOUSE"

Strategy #5

BRIEF DESCRIPTION OF ACTIVITY/PROGRAM:

A parent open house was held and part of the program was to point out the advantages of non-traditional occupations and to encourage all students to visit the career center for more information.

PURPOSE:

To introduce parents and students to vocational programs offered at the high school and to encourage non-traditional enrollment.

TARGET POPULATION:

Freshman students and their parents.

KEY PEOPLE:

Career counselor, cooperative education teachers.

PROCEDURE:

The career counselor explained goals of guidance and counseling including the achievement of career satisfaction for both girls and boys after high school. Futuristically, the counselor pointed out advantages of nontraditional occupations and encouraged all to visit the career center. A handout was distributed in the form of a newsletter that highlighted nontraditional career and their potential earning power. Each cooperative education teacher was present to provide handouts about their COE programs.

OUTCOME:

Several students indicated they would consider enrolling in a nontraditional class and a majority of parents were supportive of the idea. All students felt that the career center was available to them and planned to drop in.

AMPHI STUDENTS AND PARENTS AWARE OF CAREER OPPORTUNITIES

CAREER CENTER PUBLISHING

NOVEMBER 10, 1981

I HOPE THE ABOVE STATEMENT IS TRUE, BUT JUST IN CASE A FEW STUDENTS AND/OR PARENTS ARE UNAWARE HERE IS SOME VITAL INFORMATION . . .

OPPORTUNITIES ARE UNLIMITED IN NONTRADITIONAL CAREERS

		SALARY
FEMALES, WHY NOT CONSIDER . . .	APPRENTICESHIPS	AVERAGE \$5.00/hr. (depends on trade area)
	or	
	ENGINEERING	AVERAGE \$30,500/yr.
	or	
	TRANSPORTATION	
MALES, WHY NOT CONSIDER . . .	Drivers — local	\$9.68/hr.
	Long Distance	\$29,000/yr.
	Pilots	\$57,000/yr.
	NURSING	\$11,000 - \$17,000/yr. (outlook excellent)
	or	
	CLERICAL	\$236/wk. (secretaries in the West)
	or	
	FOOD SERVICE	\$3.35/hr. - \$40,000/yr. (depends upon area)
	or	
	MERCHANDISING	\$23,000/yr. - \$32,000/yr. (varies)
STUDENTS, WHY NOT CONSIDER . . . AMPHITHEATER HIGH SCHOOL OFFERINGS:		
	C.O.E. —	Cooperative Office Education
	D.E.C.A. —	Distributive Education
	H.E.R.O. —	Home Economics Related
	INDUSTRIAL ARTS —	Carpentry, Auto Mechanics, Sheet Metal, Drafting

.....
CONSIDER VOCATIONAL EDUCATION . . . IF NOT FOR A CAREER, THEN JUST FOR THE SKILL OF IT!!!!
.....

"LOCATING ALUMNI WHO WILL SERVE AS NONTRADITIONAL ROLE MODELS"

Strategy #6

BRIEF DESCRIPTION OF ACTIVITY/PROGRAM:

A college graduate survey was mailed to identify nontraditional role models for current Cochise College students. (See Attached)

PURPOSE:

To provide nontraditional speakers who are Cochise graduates as role models for Cochise students.

TARGET POPULATION:

College Freshman and Sophomores.

KEY PEOPLE:

Cochise college graduates and counseling department.

PROCEDURE:

Two mailings of a survey were sent to all recent college graduates. Survey included questions to determine nontraditional career/role status and whether individual would be willing to act as a role model for current Cochise students.

OUTCOME:

Forty-five percent of the surveys were returned. Twenty-nine percent of these were classified as nontraditional career role models or career role models of areas perceived by the respondent as equally male/female. Several Cochise graduates were identified as available speakers and/or role models and plans to utilize these people next year are currently underway.

We would appreciate you filling out and returning the enclosed questionnaire in order that we may improve programs through additional funding and upgrade student services.

1. Name _____ Home Telephone _____
2. Current Address _____ Bus. Telephone _____
3. What did you major in at Cochise? (please check one)

_____ Airframe & Powerplant	_____ Nursing
_____ Business	_____ Professional Pilot
_____ Criminal Justice	_____ Secretarial
_____ Drafting	_____ Transfer Program
_____ Electronics	_____ Other _____
4. If you are currently employed:
Job Title _____ Company Name & Address _____
5. How closely does your job relate to your training at Cochise?
_____ Very closely
_____ Mostly
_____ Only slightly
_____ Not at all
6. How did you get this job?
_____ I found it myself
_____ Family or friend helped me
_____ Placement Office at school helped me.
_____ Through on-campus interview
7. What is your monthly salary? (Optional) _____
If you are presently unemployed, please indicate the appropriate reason.
_____ I am continuing my education
_____ I am a housewife or about to be married
_____ I have a handicap which prevents me from working
_____ I have been unable to find employment
8. Based on your experience, what suggestion do you have for improving the programs and services at Cochise College?
9. If there are people who are in a similar job as you, are they mostly male _____, or female _____, or about equal _____?
10. If a Cochise College student were interested in finding out employment information such as; a) courses they should be taking, b) what a typical work day involves c) career opportunities in this field, etc. Would you be willing to serve as a contact person and answer their questions?
Yes _____ No _____

"NONTRADITIONAL CLASS SWAP"

Strategy #7

BRIEF DESCRIPTION OF ACTIVITY/PROGRAM:

Several times during the year, the Palo Verde High School automotives teacher, Ken Paulin, exchanged classes with a business class and a home economic class.



PURPOSE:

To expose students to Vocational Education classes which were nontraditional for their sex.

TARGET POPULATION:

High school beginning Vocational Education students.

KEY PEOPLE:

Vocational Education teachers who are interested in recruiting nontraditional students for their classes.

PROCEDURE:

Mr. Paulin determined what traditionally female vocational education classes were taught the same hour as his all male automotives classes. He then spoke with those teachers to see if an exchange of classes was possible. Once that had been arranged and the girls were in the auto shop, he spent two days teaching them simple automobile maintenance skills. When the boys went to home economics, they cooked enjoyable snacks, and, when they went to business, they learned about auto insurance and liability.

OUTCOME:

Generally speaking, the girls seemed more interested in enrolling in an automotives class next year. The boys enjoyed the home economics experience more than the business, even though the business teacher tried to make the program relevant to automotives.

"FRESHMAN ORIENTATION TO NONTRADITIONAL VOCATIONAL EXPLORATION"

Strategy #8

BRIEF DESCRIPTION OF ACTIVITY / PROGRAM:

Ron Moore, a Counselor at Bisbee High School and Bruce Hopmeier, the Department Chair of Business Education at Bisbee High School teamed to provide a nontraditional vocational education orientation program for the Freshman class at Bisbee High School. The program focused on creating an awareness of the need to explore nontraditional vocational classes. This awareness was reinforced with a field trip to Ft. Huachuca to visit nontraditionally employed workers.

PURPOSE:

- 1.) To encourage students to look at stereotypes and how these limit possible vocational exploration for high school students.
- 2.) To encourage greater nontraditional vocational registration for September 1982.

TARGET POPULATION:

Freshman Class at Bisbee High School (150 students)

KEY PEOPLE:

Counselor
Business Education Department Chair
School Board (for approval for field trip to Ft. Huachuca)
Ft. Huachuca community education liaison

PROCEDURE:

The counselor-teacher team provided an orientation for the entire Freshman class using the Freshman English classes to provide a class wide nontraditional vocational education recruitment program. The New Frontiers slide/tape presentation "All Women Are Working Women" and "Real Men" were shown and the team leaders discussed reasons students should consider nontraditional vocational exploration. This orientation prepared students for a day's field trip to Ft. Huachuca to visit nontraditional role models at the Fort.

OUTCOME:

Students had an opportunity to hear workers involved in nontraditional areas discuss the merits of exploring vocational education courses while in high school and were encouraged to take this opportunity to do some nontraditional vocational exploration.

"RECRUITMENT WITH PIZZAZ!"

Strategy #9

BRIEF DESCRIPTION OF ACTIVITY/PROGRAM:

Harold Dusick, Assistant Principal of Chandler High School and Leon de Neui, Trade and Industry Department Chair at Chandler teamed to plan and implement a recruitment program to encourage greater nontraditional enrollment in the Trade and Industry programs.

PURPOSE:

The team planned to develop two recruitment resources:

- 1.) A brochure to advertise all the programs in the Trade and Industry department.
- 2.) A slide/tape presentation describing the variety of program offerings in Trade and Industry.

Both of these resources encouraged and illustrated young women in all aspects of the Trade and Industry program.

TARGET POPULATION:

8th graders from the Junior High feeder schools and all students at Chandler High School.

KEY PEOPLE:

Assistant Principal, Harold Dusick
Trade and Industry Department Chair, Leon de Neui

PROCEDURE:

A study was made to determine why students chose or did not choose to try courses in the Trade and Industry Department. The overwhelming response indicated that the single most important factor was the lack of information and familiarity with the Trade and Industry program, its offerings, and even its physical location on the school grounds. There were students who had never entered the Trade and Industry buildings and never considered courses in that area simply because of lack of exposure to "that part of the school". Consequently, the Assistant Principal and Trade and Industry department Chair planned a recruitment program to encourage more students, including more girls, to try Trade and Industry courses. A new brochure was created — describing and illustrating each course in the Trade and Industry department. A slide/tape presentation was made discussing each of the program offerings. Both of these recruitment strategies illustrated young men and young women involved in all aspects of the Trade and Industry program.

Dissemination of these materials for recruitment included mailing the new Trade and Industry brochure to every 9th grade parent, as well as distributing them throughout the school, district, and city. Approximately 2,000 were distributed.

The slide/tape presentation was shown to all the incoming junior high students.

OUTCOME:

These recruitment strategies have been very successful. First, they have resulted in increasing the total enrollment in the Trade and Industry Department and second, they have also increased the number of young women enrolled in this area. Another equally important factor has been the positive attitude which has encouraged young women to remain in the program and to become successful Trade and Industry students.

"BUILDING TRUST AT THE TOP"

Strategy #10

BRIEF DESCRIPTION OF ACTIVITY/PROGRAM:

Phyllis Kelly, Counselor at Rincon High School, developed an equity inservice program for all of the administrators and counselors at Rincon High School. A series of two programs was created and implemented to provide equity training to this targeted group.

PURPOSE:

The purpose of this program was to make the administrative and counseling staff aware of the need to provide positive models of equity leadership for the faculty and the programs at Rincon High School.

TARGET POPULATION:

Administrative Staff and Counselors

KEY PEOPLE:

- 1.) Principal — who gave strong support to this program.
- 2.) Counselor — implemented the program.

PROCEDURE:

A series of two equity inservices was planned for the entire administrative and counseling staff at Rincon High School. Support for these programs as well as mandatory attendance was received from the principal, Pam Trotter-Cornell. The first inservice took place after school in the career center. The objective for this meeting was the need to be aware of how stereotyping has hurt women in the economic area and secondly how stereotyping has affected men emotionally and psychologically in limiting some of their life choices. The movie "The Fable of He and She" was shown and the activity "Startling Statements" was done to demonstrate some of the economic realities about women and men in the work force.

The second inservice was planned as a potluck supper to be held at the home of the counselor, Phyllis Kelly. The agenda for that evening was to provide a relaxed social atmosphere in which all the participants would have an opportunity to explore their own attitudes about women's and men's role in the paid work force and in the family. This evening proved to be a successful way to "get comfortable" and discuss equity in a nonthreatening, social environment.

OUTCOME:

This was the first time the entire administrative and counseling staff met to discuss equity issues and to begin to explore how they might provide leadership in this area for Rincon High School.



new frontiers

CAREER GUIDANCE PROJECT

545 North Camino Seco

• Tucson, Arizona 85710

• (602) 296-5451

Heather Alberts
Program Director

March 19, 1982

Ms. April Romo de Vivar
7137 E. Freestone Drive
Tucson, Arizona 85730

Dear Ms. de Vivar:

We are so happy that you will be able to join us for our Nontraditional Career Workshop on April 15. It will take place at the Granada Royale Homotel at 5335 E. Broadway. The panel on which you will serve will speak to the students from 9:30 a.m. - 11:00 a.m. Please feel free to come a bit early though so that we can be sure to get you in and out on time.

As I mentioned over the phone, your audience will be high school students from Tucson who may be interested in pursuing a nontraditional career. They will be interested to hear you discuss the following items:

- 1) A brief description of your career;
- 2) How you got interested in your field;
- 3) The personal characteristics, education, or special training needed for your career;
- 4) The advantages and disadvantages of being in your occupation;
- 5) Any advice you would give to others who might follow in your footsteps (perhaps mention any classes or activity they could pursue in high school).

Please be prepared to speak for about 15 minutes on the above topics or any other issues that you feel would be relevant for students to hear.

Looking forward to having you join us on the morning of Thursday, April 15 at the Granada. If you have any questions before then, please call me at 296-5451.

Sincerely,

Catherine Mendelsohn

Catherine Mendelsohn
Equity Specialist

CM:ss

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New Frontier's Funded by grants from
Arizona Department of Education/Vocational Education

APPENDIX 1



Risking new frontiers

Workshop asks students to consider nontraditional jobs

"If you're willing to take the risks, you can find out what you really want to do," Jim Hose told about 150 high school and junior high school students gathered at the recent Nontraditional Career Workshop sponsored by the New Frontiers program.

Hose pointedly used the word "risks." And he pointedly talked about what the students "really wanted to do," not just a career that would suffice.

The New Frontiers program makes students aware that certain careers have been sexually stereotyped for generations. Only in recent years have growing numbers of people begun looking past sexual stereotyping to see that talent is what counts in a job, not sex.

"Lots of people are breaking into fields that are traditionally the domain of the opposite sex," New Frontiers' director Heather Alberts told students. "You have a much wider range of models to choose from than your parents. Find out who you are and take a look at all of the choices open to you."

New Frontiers, a division of the federally funded Career Guidance Project, seeks to burst sexual stereotypes wide open.

By working with career guidance counselors all over Southern Arizona, New Frontiers encourages students to consider a variety of careers. The Nontraditional Career Workshop focused on introducing students to people working in nontraditional areas for their sex.

"A lot of people have stereotypes about people working in jobs usually held by the other sex," said Hose, who was a University of Arizona male graduate with a degree in home economics.

Some of those stereotypes might go something like this: a male model or a male secretary — "those are women's jobs, those sissies must have problems"; a woman chimney sweep or a woman carpenter's apprentice — "they're probably muscle-bound types hung up on their fathers."

Hose, who currently works as the employment manager for Valley National Bank, said that a new trend in American society is for workers to change careers approximately every seven years. To make successful career choices and changes, Hose said, one needs to have a sense of one's individual capabilities and a desire to develop those capabilities in a personally rewarding way.

Here are a few of the nontraditional workers the students met.

April Romo deVivar one day found herself totally responsible for supporting her four young children. In casting around for a way to support her family, she also found she had a talent for building and fixing things. She became a chimney sweep, which pays well from August through February. The off-season months are free for artistic pursuits, which deVivar hopes to make as lucrative as her chimney sweeping.

Jeff Simpson was hired as a male secretary at IBM, and currently does computer work as a document processor. "Tradition is going right out the door. If you like what you do, do it. I love my job. As a secretary, I've been the key to my office functioning," he said.

Simpson's career started when his Air Force commander needed someone who could type. The high school typing class suggested by Simpson's mother suddenly seemed like a good idea and there's been no looking back.

Mark Davis began modeling at age 16. That was eight years ago, and modeling still isn't a full-time job. Davis said it never becomes a full-time job for most male models, but they stay in it part time because it's exciting and different and some jobs pay \$100 an hour.

The down side is getting up at 3 a.m. to be made up and dressed before a job begins. Also, some of his earnings must be used to keep up the portfolio that attracts more job offers.

Fran Heron wanted to move to Tucson where there was no demand for her specialized publishing skills. She turned to carpentry and now exults in the fact that she's in better shape than ever before in her life. She's also unphased by the fact that she can't handle some of the heavy work, such as lifting, on job sites. "I watch the older carpenters who've been at this a while," she said. "They're not above asking for help. Why hurt yourself?"

Dr. Libby Edwards said medicine offers her many of the advantages she always wanted from a job, such as job security and flexible hours. She's convinced that brilliance is not necessary to get through medical school, just the concentration to study long hours.

When she was admitted to medical school 10 years ago, close friends and family members said she was making a bad choice. She was told, "They'll never accept a woman. It's going to be hard."

"I love the fact that when an airline ticket agent or somebody else demands to know whether it's Miss or Mrs. Edwards, I can say it's Dr. Edwards. That shuts them up."

— Judith Ratliff



new frontiers

CAREER GUIDANCE PROJECT

545 North Camino Seco

Tucson, Arizona 85710

(602) 296-5451

Heather Alberts
Program Director

NEW FRONTIERS
Nontraditional Career Workshop

PROGRAM

- 8:30 a.m. - 9:00 a.m. Registration and coffee
- 9:00 a.m. - 9:15 a.m. Introduction to New Frontiers by
Project Director, Heather Aiberts
- 9:15 a.m. - 9:30 a.m. "Insights into Having a Nontraditional Career"
Jim Hose, Valley National Bank, Employment Manager
- 9:30 a.m. - 11:00 a.m. Panels of nontraditional speakers
- 11:00 a.m. - 11:15 a.m. Job Shadowing Applications and Wrap-up

Panel 1

Don Howard	First Grade Teacher
Phil Merryweather	Nurse
Willstye Hill	Engineer
April Romo deVivar	Chimney Sweep
Mildred Ellis	Banker

Panel 2

Mark Davis	Model
Jeff Simpson	Secretary/Document Processor
Kathy Baron	Architect
Fran Heron	Carpenter's Apprentice
Dr. Libby Edwards	Physician



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CAREER GUIDANCE PROJECT

545 North Camino Seco

• Tucson, Arizona 85710

• (602) 296-5451

Heather Alberts
Program Director

NAME _____

SCHOOL _____

HOME PHONE _____

The non-traditional career that I would like to job shadow after school
or on a weekend is _____

The reason I'd like a job shadowing experience is _____



new frontiers

CAREER GUIDANCE PROJECT

545 North Camino Seco

Tucson, Arizona 85710

(602) 296-5451

Heather Alberts
Program Director

April 28, 1982

Dr. Brenda Even
The Adlerian Institute
1540 N. Tucson Blvd.
Tucson, Arizona 85716

Dear Dr. Even:

We appreciate your willingness to have a student spend a few hours with you doing what we call a "job shadowing" experience.

We have found that giving students an opportunity to spend time with positive role models in their work setting provides wonderful encouragement for students as they consider career options for their futures.

Jody Larson, a student from Santa Rita High School, has indicated an interest in spending a short time with you observing a "typical" few hours of work in your professional setting. Our students have been instructed to call you directly to set a date and times that are convenient for you.

If you have any questions, please don't hesitate to call.

Once again, many thanks for taking the time to share with all of us.

Sincerely

Heather Alberts
Program Director

Ann Ball
Equity Specialist

Cathy Mendelsohn
Equity Specialist

HA:AB:CM:ss



new frontiers

CAREER GUIDANCE PROJECT

545 North Camino Seco

Tucson, Arizona 85710

(602) 296-5451

Heather Alberts
Program Director

April 28, 1982

Ms. Jody Larson
3248 Winona Circle
Tucson, Arizona 85730

Dear Jody,

We were delighted that you were able to attend the April 15th Nontraditional Career Speakers Workshop at the Granada Hometel.

We have arranged for you to visit Dr. Brenda Even, Counselor, at The Adlerian Institute, in order to spend a few hours finding out what this career area is like. We would like to ask you to call 881-6875 to arrange a date and time after school hours that is convenient for both of you.

We hope you will take advantage of this time to ask questions about:

how they got into this career
who encouraged them
what courses were important in high school
what do they like about their work
what do they dislike about their work

This is a unique opportunity to share some special time with wonderful people in the community. We hope that you will enjoy this experience, and take the time to write a thank-you note to express your appreciation.

If you have any questions regarding these arrangements, please feel free to call me at 296-5451.

Sincerely,

Heather Alberts
Program Director

HA:ss

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BUSINESS / EDUCATION WORKSHOP

AGENDA

The following agendas outline the various approaches utilized in the four workshops:

I.B.M. - JANUARY 18, 1980 - AGENDA

- 1:15 P.M. Coffee and Refreshments
- 1:35 P.M. Introduction and Goals of New Frontiers
- 1:45 P.M. I.B.M. Multi-media Presentation
- 2:00 P.M. Panel Presentation by six women employees who hold nontraditional jobs (security, maintenance, technician, drafting and engineering)
- 2:50 P.M. Questions from participants
- 3:00 P.M. Presentation by I.B.M. Personnel Manager
- 3:30 P.M. Home Work Assignment: 1. Survey your vocational education department and return with numbers of boys and girls in each class. 2. Have class write brief individual essays which describe a typical day in their life in 1990. (Appendix 10).

(Due to high security, no official tour was permitted, but the session was held within the plant, which gave participants a feel for the atmosphere).

DOUBLETREE INN - JANUARY 23, 1980 - AGENDA

- 1:15 P.M. Coffee and Refreshments
- 1:35 P.M. Presentation by Panel of Male and Female Employees
(General Manager, Sales, Catering, Housekeeping and Restaurant Operation)
- 2:00 P.M. Tour of behind the scenes hotel facilities with related job descriptions.
- 2:35 P.M. Group does two awareness activities from *Try It, You'll Like It* and keeps copy of this book to use in their classroom.
- 3:15 P.M. Group views "All About Eve" film

LEVY'S SERVICE CENTER - FEBRUARY 5, 1980 - AGENDA

- 1:15 P.M. Coffee and Refreshments
- 1:35 P.M. Slide tape presentation of Levy's by Personnel Director
- 2:15 P.M. A. Half of the group takes tour of facility and talks with many employees who have nontraditional careers
B. Half of the group discusses and charts homework assignment from 1-18-80 (Appendix 10)
- 3:00 P.M. Groups reverse process

TUCSON MEDICAL CENTER - FEBRUARY 12, 1980 - AGENDA

- 1:15 P.M. Coffee and Refreshments — Sign up to receive Stereo Book
- 1:35 P.M. Slide tape presentation by hospital Education Director
- 2:00 P.M. Personnel Director makes presentation on job and educational opportunities in health care field
- 3:00 P.M. Discuss techniques on how to attract more male and female students to vocational education nontraditional for their sex
- 3:55 P.M. Participants complete evaluation survey for the workshop series

Are you sure you're reaching everyone?

Expanding Student Options In Vocational Education

A Two-Phase Technical Assistance Program

Sponsored by
Career Guidance Project, New Frontiers Program

PHASE I NOVEMBER - JANUARY

Four regional one-day inservices will be offered November-January

This inservice program is designed to aid you in developing programs to further expand student options in vocational education.

We will examine the economic and social trends that necessitate our understanding of how sex bias limits student options in vocational education.

In addition, we will look at the basic intent behind the following federal and state regulations aimed at eliminating sex discrimination and promoting educational equity:

Title IX Educational Amendment 1972
Vocational Education Amendment 1976
Office of Civil Rights Guidelines 1979

- Four Regional Inservices
- One day, Saturday
- Each inservice begins at 9 a.m. and will end at 3:30 p.m.
- Preregistration/Luncheon fee due no later than the Wednesday prior to the workshop you plan to attend
- Choose one (1) inservice only

A \$35.00 stipend will be awarded to each inservice participant.

However, due to funding restrictions, stipends may not be awarded to those participants who work in Pima or Maricopa County.

PHASE II JANUARY-MAY

New Frontiers offers on-going technical assistance featuring:

- Two audiovisual presentations discussing how sex bias affects men/women. Suitable for classroom and inservice use. Mail delivery.
- Teleconference capability and WATS telephone line to enhance the information and monitoring of equity programs. WATS: 1-800-362-5173 available January-May, 1981.
- Access to Career Guidance, New Frontiers' multimedia resource collection. Mail delivery.
- Up-to-date educational equity information. Pre-recorded audio cassette, 2-5 minutes each. PHONE IN, WATS LINE.

PHASE I SCHEDULE:

Northwest, November 22, 1980

Holiday Inn, Mohave Room

3100 East Andy Devine, Kingman

Phone: 753-6262

\$4.75 preregistration payable to: Holiday Inn

Northeast, December 13, 1980

Kohl's Ranch, Payson

Phone: 478-4211

\$6.00 preregistration payable to: Kohl's Ranch

Southeast, January 10, 1981

Thunder Mountain Inn

1631 So. Highway 92, Sierra Vista

Phone: 458-7900

\$4.95 preregistration payable to: Thunder Mountain Inn

Southwest, January 24, 1981

Chilton Inn, Best Western

300 East 32nd Street, Yuma

Phone: 344-1050

\$4.50 preregistration payable to: The Red Baron

New Frontiers is funded by a grant from the Arizona Department of Education — Vocational Education, Sex Equity.

Inquiries: Ann Ball/Jane Kinney
Career Guidance Project
New Frontiers
545 North Camino Seco
Tucson, Arizona 85710
1-296-5451

SUMMER LEARNING ADVENTURE

Come in June
and bring a big
appetite for fun.



Do Something You've Never Done Before With Cars, Food, a Sewing Machine and Wood!

Summer Learning Adventure

Sponsored by the Career Guidance Project's New Frontiers Program.

June 8-19 8 a.m. to Noon
at Tucson High School

- Free enrollment
- Limited to 7th & 8th grades - 25 boys & 25 girls
- Applications accepted through May 25, 1981
- For information contact/send applications to:

Joan Romo, New Frontiers
545 N. Camino Seco Tucson, 85710
296-5451

TEAR OFF

E A YES, I am coming (with my appetite)!

**N P
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N**

Name: _____ Home Phone: _____

Home Address: _____

Where do you go to school? _____ Grade level: _____

We'd like to know why you want to come (it's okay to write on other side):



new frontiers

CAREER GUIDANCE PROJECT

545 North Camino Seco

Tucson, Arizona 85710

(602) 296-5451

Heather Alberts
Program Director

May 22, 1981

Congratulations! We are delighted to inform you that you have been accepted as a participant in our Summer Learning Experience at Tucson High. We know this will be an exciting opportunity for everyone.

The Summer session will begin on June 8th and finish on June 19th. We will meet from 8:00 A.M. to 12:00 noon, Monday through Friday.

We are inviting your parents to join us at 7:30 A.M. on June 8th to hear about our program. We will meet in the Vocational Education Building, on the Southeast corner of Tucson High's campus, in Home Economics Room 201. At that time, we will review the program and procedures for the two weeks and you will receive a class schedule. All supplies will be provided for you.

If you have any questions or concerns, please call us at 296-5451.

We are looking forward to seeing you at 7:30 A.M. on June 8th!

Sincerely,

Heather Alberts

Joan Romo